**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2nd grade** | | | **Date(s)**: Day 6 |
| **Unit Title: Unit 1 Task 3** | | | | **Corresponding Unit Task: Task 4** | | |
| **Essential Question(s):**  **How do patterns help me skip count?**  **How do I compose numbers up to 1,000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Copies of post assessment | | **Student:**  **Post assessment**  **Scrap paper**  **pencils** | | | ***compare,***  ***less than ,***  ***greater than,***  ***equal to***  **base ten**  **tens**  **hundreds** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.3**  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)*  (Correlates to NCSCOS Math Objective 1.01b)  **2.NBT.4**  *Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.* (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s): I can read numbers to 1,000 using base ten, number names and expanded form.**  **I can use base ten blocks and number lines to count up.**  **I can compare three digit numbers using >,=,<.**  **I can compare three digit numbers and record the results.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) | | | | | |
| **Teacher Directed: Review of the past 3 sessions that pertain to the assessment.** | | | | | |
| **Guided Practice:** | | | | | |
| **Independent Practice: Complete the performance task.** | | | | | |
| **Closing/Summarizing Strategy:**  **Teacher made assessment: students are given sets of three numbers and asked to make the largest and smallest number possible using those digits. Model assessment after Unit 1 pre-assessment.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
|  | | | Give students the appropriate number line to use for each item.  Limit number of items to complete to 2 or 3; use number line only once.  Use color coding to help students skip-count by different intervals (for example: **red**=100)  Show using Base-Ten blocks; Label “counting on” strategy so students are able to keep track of the numbers. | | | Pre-teach vocabulary: ***compare, less than , greater than, equal to***  Include these words and math word wall cards for math dictionary. |
| **Assessment(s):**  Post Assessment | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |